


2019 Special Education Director Webinar


Special Education Programs
January 15, 2019

College, Career, Life Ready

doe.sd.gov




Welcome to the Team...



- Stacey Meyer,
 - Rep: Region 4 (Aberdeen area) – 605-773-3219
 - Alternate Assessment
 - Indicator 3: Statewide Assessment
 - Other areas will be transitioned and announced at that time
- Be careful when addressing email, please use the **@state.sd.us** extension


College, Career, Life Ready

doe.sd.gov



UNDERSTANDING STUDENT MENTAL HEALTH IN TODAY'S SCHOOLS

Presented By:
Tara Deborah Eggenstedt, MS, LSC
Behavior Specialist, Center for Disabilities
University of South Dakota
Tara.Eggenstedt@USD.edu
(605) 257-4430



College, Career, Life Ready

doe.sd.gov

STUDENT MENTAL HEALTH OVERVIEW



- **A SILENT EPIDEMIC:** Public schools are serving millions of students with mental health concerns.
- **THE IMPORTANCE OF MENTAL HEALTH:** The physical and emotional well being of our children affects all of us.
- **ONE IN FIVE YOUTH** living in the U.S. shows signs or symptoms of a mental health disorder.
- **NEARLY 80 PERCENT** of children who need mental health services, are not able to get professional help.

College, Career, Life Ready

doe.sd.gov

[illegible]

[illegible]

STUDENT MENTAL HEALTH OVERVIEW

In South Dakota:

- Individuals with schizophrenia: 7,000
- Individuals with severe bipolar disorder: 14,000

Like every state in the nation, South Dakota incarcerates more individuals with severe mental illness than it hospitalizes.

- Likelihood of incarceration vs. hospitalization for persons with severe mental illness is 2.4 to 1

The number of distressed young people is on the rise.

- About 30% of girls and 20% of boys, totaling 6.3 million teens, have had an anxiety disorder, according to data from the National Institute of Mental Health.



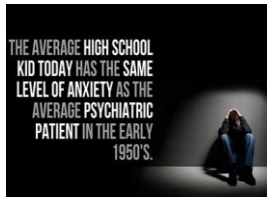
- **5,000** - children assisted by South Dakota's community-based mental health centers.
- **7,000** - children qualified for help but were not receiving services.
- **254** - rate of children in juvenile detention in South Dakota, fifth-highest in the nation.

College, Career, Life Ready

doe.sd.gov



STUDENT MENTAL HEALTH OVERVIEW



THE FINDINGS WERE FIRST PUBLISHED IN THE AMERICAN PSYCHOLOGICAL ASSOCIATION'S (APA) JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY.

- **ANXIETY IN CHILDREN HAS INCREASED SUBSTANTIALLY SINCE THE 1950'S.**
- **ANXIETY LEVELS** significantly increased between the years of 1952 and 1993, providing more evidence for what some authors have called "The Age of Anxiety."
- **DIAGNOSES OF DEPRESSION** will continue to increase in the coming decades, as anxiety tends to predispose people to depression.
- **ALCOHOL AND DRUG ABUSE** will continue to be an increasing problem too, because anxiety usually precedes the onset of substance abuse.

College, Career, Life Ready

doe.sd.gov



STUDENT MENTAL HEALTH OVERVIEW

MAJOR DEPRESSIVE DISORDER

- Persistent and intense feelings of sadness for extended periods of time.
- The rate of adolescents experiencing major depression surged nearly 40 percent from 2005 to 2014, according to a study by researchers at the Johns Hopkins University School of Medicine.
- In 2017, 3.2 million youth between the ages of 12 to 17 experienced a Major Depressive Episode.
- In South Dakota, 58.9% of youth with major depression do not receive any mental health treatment.
- 6 out of 10 young people in South Dakota who have depression and who are most at risk of suicidal thoughts, difficulty in school, and difficulty in relationships with others do not get the treatment needed to support them.




College, Career, Life Ready

doe.sd.gov

South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

STUDENT MENTAL HEALTH OVERVIEW



You don't want to wait until a child has missed five days of school because his anxiety is so bad that he can't get on the school bus. That is a red flag.

Instead: Look for the 'pink' flags... meaning if a child starts to chew on his shirt a little bit when you say, 'tomorrow is school,' you may want to consider this an early warning sign of something going wrong.

20% of children are exposed to domestic violence in the home. While such violence often takes place outside of school, its repercussions resonate in the classroom. Children act out because they are completely powerless at home.

A child's brain is sticky. 'Whatever we throw, it sticks. That's why they can learn Spanish in six months when it takes adults years. This is also why if children are exposed to community violence, or domestic violence, it really sticks.'

Studies have shown that proactively addressing students' mental health concerns through collaborative efforts can significantly improve behaviors and reduce the risk of violence.

College, Career, Life Ready des.ed.gov

South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

SUICIDE AND SELF-HARMING

Intentional Self-Harm: Protective Factors

Family
Positive Family Communication. Important Things Are Spoken About. Someone Listens.

Community
Feeling Safe in the area in which they live. Good Places to Spend Free Time. Being Able to Trust People.

Learning Environment
Personal and Social Skills are Covered Well in Curriculum. Tones of Belonging. Positive Relationships with Peers. Feeling Safe.

SELF-INJURY: Occurs when someone intentionally and repeatedly harms herself/himself in a way that is impulsive and not intended to be lethal.

- Skin cutting (70-90%)
- Head banging or hitting (21%-44%)
- Burning (15%-35%)

- Rates are higher among adolescents, with approximately 15% of teens reporting some form of self-injury.
- At most risk are people who have experienced trauma, neglect or abuse.
- Self-harm is a symptom of emotional pain.

"She didn't ask why, she didn't freak out, she just asked what she could do to help. That was the exact right thing to do."

The best response is first to validate feelings. Don't get angry or talk about taking away computers. "Say, I'm sorry you're in pain. I'm here for you."

College, Career, Life Ready des.ed.gov

South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

SUICIDE AND SELF-HARMING

Figure 1: Suicide Rates by County, South Dakota, 1999-2015. Source: South Dakota Department of Education



Rate per 100,000

- Suicide is the second leading cause of death in people 15 to 34 years of age and third leading cause of death in children aged 10 to 14.
- According to the CDC, the suicide rate among boys ages 15 to 19 has increased by nearly a third (2007 and 2015); among girls the suicide rate more than doubled.
- Rate of suicide for South Dakotans age 15-24 is the 3rd highest in the U.S.
- South Dakota suicides are highest for youth, more than double the national rate.
- Adolescents in rural areas are more likely to die by suicide than those in urban regions.
- In 2015, 25% of South Dakota high school students reported feeling sad or hopeless.
- South Dakota counties in the highest tier include Corson County which ranked 2nd highest in the United States and Todd County ranked 6th.

Research shows that talking to someone at risk actually reduces the chances of them taking their own life.
www.ruok.org.au

College, Career, Life Ready des.ed.gov



SUICIDE AND SELF-HARMING

If you don't hear what an extrovert is saying, you're not listening.

If you don't hear what an introvert is saying, you didn't ask.

"During all this time, she says, not a single principal or teacher or counselor ever asked her one simple question: 'What's wrong?' If someone had asked, she says, she would have told them."

In South Dakota, the rate of suicide for youth is the 3rd highest in the United States.

- Rural Areas: Alaska, Wyoming, Montana, Utah
- 28 per 100,000 compared to national average of 9 per 100,000
- For all ages, South Dakota ranks 9th in the nation

American Indian youth ages 15-24 die by suicide at a rate of four times the overall rate for this age group.

- Multiple suicides within a social group or small community in a short time.
- Historical trauma, poverty, unemployment, need for more resources and supports that strengthen communities and further the commitment to tribal customs and traditional lifestyles.

College, Career, Life Ready

des.ed.gov



THE ROLE OF THE EDUCATOR

5 Keys to Social Emotional Learning Success

To support the mental health of all students in your classroom and school consider how you might:

- Promote social and emotional competency and build resilience
- Help ensure a positive, safe school environment
- Teach and reinforce positive behaviors and decision-making
- Encourage helping others
- Encourage good physical health
- Help ensure access to school-based mental health supports
- Develop an Effective School Mental Health Programs

So how do we define social and emotional learning?

Researchers generally agree upon five key competencies of SEL. These competencies provide the foundation for maintaining high-quality social relationships and for responding to the challenges of life.



"We don't see people sometimes and Social Emotional Learning helps students to see each other more deeply."

College, Career, Life Ready

des.ed.gov



THE ROLE OF THE EDUCATOR



Social Emotional Learning Framework:

SELF-AWARENESS:

What are my thoughts and feelings? What causes those thoughts and feelings? How can I express my thoughts and feelings respectfully?

SELF-MANAGEMENT:

What different responses can I have to an event? How can I respond to an event as constructively as possible?

SOCIAL AWARENESS:

How can I better understand other people's thoughts and feelings? How can I better understand why people feel and think the way they do?

RELATIONSHIP SKILLS:

How can I adjust my actions so that my interactions with different people turn out well? How can I communicate my expectations with other people so that they can understand me better?

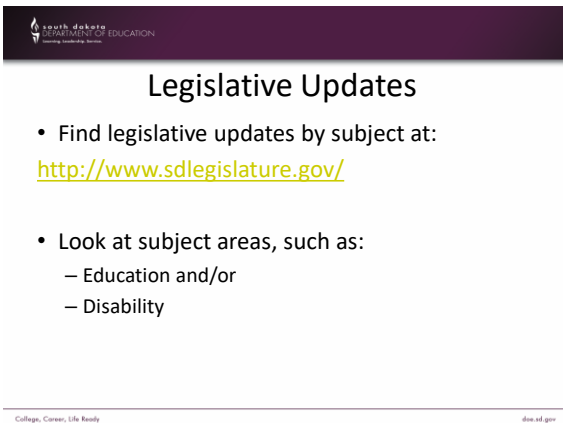
RESPONSIBLE DECISION MAKING:

What consequences will my actions have on myself and others? How do my choices align with my values? How can I solve problems creatively?

College, Career, Life Ready

des.ed.gov









SOUTH DAKOTA
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Legislative Updates

Full Bill Status Report

2019 ECF

Printer Friendly

Bill	Title
 HB 1001	revise the timing of the recalculation of the allocations for the disability levels in the state aid to special education formula.
 SB 1	add a legislator to the membership of the Extraordinary Cost Oversight Board, to establish the board in statute, and to repeal the administrative rules creating the board.
 SB 2	adjust for inflation the amount of the special education appropriation that may be set aside for extraordinary expenses.
 SB 3	create the Special Education Task Force.
 SCR 1	Urging Congress to increase federal funding for special education.

College, Career, Life Ready

[doe.sd.gov](#)

SOUTH DAKOTA
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Legislative Updates

Full Bill Status Report


2019 ED

Printer Friendly

Bill	Title
 HB 1040	establish certain provisions regarding the opportunity scholarship program.
 HB 1044	authorize certain children who are subject to a pending military relocation to apply for enrollment in a school district.
 SB 23	revise certain references to repealed or obsolete provisions regarding the Department of Education.
 SB 24	revise certain provisions relating to state assessments.

College, Career, Life Ready

[doe.sd.gov](#)

SOUTH DAKOTA
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

All Students Graduate College, Career and Life Ready

-DOE Aspiration

Students Graduate high school ready for post-secondary education or the workforce.

College, Career, Life Ready

[doe.sd.gov](#)

College, Career and Life Ready
All students graduate college, career and life ready.

College, Career, Life Ready

**Proficiency in Reading
by 4th Grade**

**Proficiency in Math
by 9th Grade**

College, Career, Life Ready

Winter Assessment Workshops

Winter assessment workshop locations and dates have been finalized.

- 1-29-19 Fort Pierre Drifters Bar and Grille
- 1-31-19 Watertown Lake Area Tech
- 2-6-19 Sioux Falls Ramkota Hotel
- 2-7-19 Sioux Falls Ramkota Hotel
- 2-12-19 Rapid City Western Dakota Tech
- 2-13-19 Rapid City Western Dakota Tech

• Register through [GoSignMeUp](#)

College, Career, Life Ready

South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

ELA Reading Passages Aloud

(Text-to-Speech or Read Aloud)

- For Smarter Balanced Assessment
- Form that needs to be filled out and sent in
 - Need original copies
 - All boxes must be checked
 - Including student having a print disability
 - Explanation box must include information as to why the student needs the passages aloud
 - Shouldn't be because the student is below grade level for reading
 - <https://doe.sd.gov/Assessment/>
 - Reading Passages (Gr 6-11) or
 - Reading Passages (Gr 3-5)

College, Career, Life Ready doe.sd.gov

South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Supports vs Accommodations

Support	Accommodation
Text-to-Speech (TTS) <ul style="list-style-type: none"> • ELA – Items (Support) • ELA-PT – Stimuli and Items (Support) • Math – Stimuli and Items (Support) 	Text-to-Speech (TTS) <ul style="list-style-type: none"> • ELA – Passages (Accommodation)
Read Aloud <ul style="list-style-type: none"> • ELA – Items (Support) • ELA-PT – Stimuli and Items (Support) • Math – Stimuli and Items (Support) 	Read Aloud <ul style="list-style-type: none"> • ELA – Passages (Accommodation)

- Form needed for Reading Passages accommodations only.

College, Career, Life Ready doe.sd.gov

South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Text-to-Speech vs Read Aloud

Either/or NOT both for State Assessment

<ul style="list-style-type: none"> • Text-to-Speech <ul style="list-style-type: none"> – Computer reads information to student – Student needs headset of some sort – Students get information the same way – More secured testing environment – Student is more independent 	<ul style="list-style-type: none"> • Read Aloud <ul style="list-style-type: none"> – Read by a trained certified staff – One-on-one administration – Less secure – Student depends on someone else
---	--

College, Career, Life Ready doe.sd.gov



Non-embedded Accommodations for Smarter Balanced

- Set in TIDE by SD DOE
- Following information needed
 - Student name or SIMS number
 - Grade
 - Non-embedded accommodation needed
 - Area needed in (Math, ELA, and/or ELA-PT)
- Send in email
 - Can be a word document, excel spreadsheet, or just in the body of the email.
- May take up to a week or so to set depending on number of requests made
- Send requests to Beth.Schultz@state.sd.us
- If you have sent in and not received a response from me, please email me again

College, Career, Life Ready

doe.sd.gov



Non-embedded Accommodation

- 100s Number Table
- Abacus
- Alternate Response Options
- Braille
- Calculator for Braille or Talking Calculator
- Multiplication Table
- Print on Demand
- Read Aloud for Reading Passages
- Scribe for Writing Items
- Speech-to-Text
- Word Prediction

College, Career, Life Ready

doe.sd.gov




Simplified Directions Designated Support for SBAC

- Information about simplified test directions can be found at <https://sd.portal.airast.org/resources/operational-assessments-sdsba-ta/>
- Simplified directions is **NOT** simplifying the test questions.

College, Career, Life Ready

doe.sd.gov




Effective Teachers and Leaders


Students are supported by effective teachers and leaders.

College, Career, Life Ready

den.sd.gov



IEP Quality Website Tip of the Month: Goals



Consider the following **annual goal**:


Given a persuasive writing prompt and access to computer, Mickie will write a persuasive paragraph of 6 or more sentences with a clear introduction and conclusion sentence with 80% accuracy.

This goal has the three components of a well-written goal:


- 1) Conditions
- 2) An observable, measurable behavior
- 3) Criteria for mastery (how well, how often)

College, Career, Life Ready

den.sd.gov



IEP Quality Website Tip of the Month: PLAAFP



Good start, but ...

could I evaluate student progress based on this goal?

is 80% correct a good match for the desired behavior?

Given a persuasive writing prompt and access to computer, Mickie will write a persuasive paragraph of 6 or more sentences with a clear introduction and conclusion sentence with 80% accuracy.

College, Career, Life Ready

den.sd.gov



INSTEAD:

Given a persuasive writing prompt and access to computer, Mickie will write a persuasive paragraph of 6 or more sentences with a clear introduction and conclusion sentence, as indicated by a score of 10 or better on the attached rubric in 2 consecutive trials.

This goal has the three components of a well-written goal:

- 1) Conditions
- 2) An observable, measurable behavior
- 3) Criteria for mastery (how well, how often)

College, Career, Life Ready

sd.dea.gov



More free IEP guidance, examples, and resources (including a checklist of Goals questions) can be found at:
<https://sd.iepq.org>



For Access to IEPQ
 Email Brandi Gerry
brandi.gerry@state.sd.us

Find Help Creating Quality IEPs
 This help site was created to assist education professionals in creating quality IEPs for their students. On this site, you can:

- create goals based on State Standards
- develop more individualized goals for each student
- find answers to your questions about writing quality IEPs for your students

Help Topics
 - Measurable Annual Goals
 - Short Term Objectives/Benchmarks



School Climate

Students enter schools that are provide an environment conducive to learning.

College, Career, Life Ready

sd.dea.gov

January Behavior Tip: Teaching the Behavior We Want to See

"If a child doesn't know how to read, *we teach.*"
 "If a child doesn't know how to swim, *we teach.*"
 "If a child doesn't know how to multiply, *we teach.*"
 "If a child doesn't know how to drive, *we teach.*"
 "If a child doesn't know how to behave, *we... ...teach?*
...punish?"


"Why can't we finish the last sentence as automatically as we do the others?"

(Herner, 1998)

College, Career, Life Ready dss.ed.gov

They should know this already!


But they DON'T!



College, Career, Life Ready dss.ed.gov

Behavior is learned

- Students learn any behavior in the same way they learn to read – through instruction/modeling, practice, feedback, and encouragement.



College, Career, Life Ready dss.ed.gov



South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Sometimes They Can, Sometimes They Can't



College, Career, Life Ready

des.ed.gov



South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child


Remember:

Just because they KNOW what to do doesn't
mean they CAN do it.



College, Career, Life Ready

des.ed.gov




South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

DATA

College, Career, Life Ready


des.ed.gov



2018 Child Count

- As of yesterday 40 districts have **NOT** submitted their child count data.
- The deadline to submit is Friday, January 18, 2019.
- Please remember after you upload your file you need to go to the “cc submission” tab, type your name and title and click submit.


College, Career, Life Ready doe.sd.gov



2018 Child Count

- Make sure if changes are made to the Special Education record of a student in Infinite Campus the previous SE record needs to be ended (typically that end date is the day before the start of the new SE record).

College, Career, Life Ready doe.sd.gov



2018 Child Count- Final Certification

- SPED Directors and superintendents will received an email from the department around 01/28. This email is to let districts know that it is now time for the superintendent to “certify” the child count.

STEPS

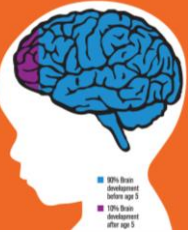
- Log into Child Count – using the SE login and password (superintendents are NOT provided with new logins and passwords)
- Click on Action
- Click on Final Certification
- Enter Name, Title and the date will populate for you
- Click on SUBMIT
- You may also PRINT this certification for your files.

College, Career, Life Ready doe.sd.gov

South Dakota
DEPARTMENT OF EDUCATION
Learning Standards Bureau

Child Outcomes

90%
of a child's brain development happens before age 5




Research shows that children's brains are changing and developing during the early years. For children facing developmental challenges, the first five years can be especially important. We know if children make good progress in these outcomes, they will be ready to take the next step.

By supporting mastery of these three outcomes, we are helping children participate successfully in their homes, communities, and schools.

College, Career, Life Ready dhs.sd.gov

South Dakota
DEPARTMENT OF EDUCATION
Learning Standards Bureau

Positive Social Emotional Skills




- How children relate to those around them—parents, siblings, caregivers, and peers
 - We want children to have warm and nurturing relationships
 - Children need to use many different skills such as communicating, showing emotions properly, and controlling their own behavior
- This outcome means different things according to age
 - Preschoolers interact with other children, learn to get along with one another, follow rules and use their expanding communication skills to express their feelings
 - Toddlers are beginning to show awareness of others' feelings, show interest in the play of other children, and show an emerging awareness of what is expected of them while around others
 - For infants, positive relationships mean calming to the touch of a familiar adult, smiling and turning toward a parent's voice, and taking turns in sound play and simple games

College, Career, Life Ready dhs.sd.gov

South Dakota
DEPARTMENT OF EDUCATION
Learning Standards Bureau

Acquiring and Using Knowledge and Skills

- How children come to understand their world and acquire the skills they need to be successful in school and beyond
 - Refers to thinking, learning, reasoning, memory, and problem solving skills that expand rapidly during the first 5 years
 - Children acquire general knowledge such as concepts of more/less, colors/shapes, letters, stories, and books and using this knowledge in every day experiences
 - Exploring, investigating, gathering information, making predictions, and hands-on experiences prepares children to be successful learners



College, Career, Life Ready dhs.sd.gov

South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Taking Appropriate Action to Meet Needs

- How children are able to take care of themselves and use appropriate ways to get what they need and want
 - Children continually progress toward being more independent by mastering everyday activities like eating, dressing, and getting from one place to another
 - Children are also learning to do new things especially introduced in educational settings such as using writing tools, scissors, and other hands-on skills
 - Caregivers need to support children's move to independence by helping them learn appropriate ways to meet their needs
 - Children need to be allowed to physically move around to help support their increasing independence



College, Career, Life Ready

des.ed.gov

South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Resources

- ❖ www.ectacenter.org/outcomes.asp
- ❖ www.cdc.gov/ncbddd/actearly/index.html
- ❖ www.cdc.gov/ncbddd/watchmetraining/index.html
 - ❖ Module 1: Your Important Role in Monitoring Children's Development
www.cdc.gov/ncbddd/watchmetraining/module1.html
 - ❖ Module 2: Understanding Children's Developmental Milestones
www.cdc.gov/ncbddd/watchmetraining/module2.html
 - ❖ Module 3: Objective and Engaged Developmental Monitoring
www.cdc.gov/ncbddd/watchmetraining/module3.html
 - ❖ Module 4: How to Talk to Parents about their Child's Development
www.cdc.gov/ncbddd/watchmetraining/module4.html
- ❖ <http://sdstepahead.com/>



College, Career, Life Ready


des.ed.gov

South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child


ACCOUNTABILITY

College, Career, Life Ready

des.ed.gov




DO YOU HAVE A RECORD OF ACCESS IN ALL IEP FILES?



Internal Review Document:

Circle - Y (Yes), N (No), N/A (Not Applicable) - Represents that N/A is not a choice	Y	N	N/A
Record of Access (SDDO 2400.05.02)			

College, Career, Life Ready dss.ed.gov




OUT OF DISTRICT PLACEMENTS

District Responsibility:

- Determine eligibility and develop a special education program that provides a student FAPE.
- All correct special education paperwork on file within the district.
- Reporting all SPP indicator data
- Report on child count
- Statewide assessments are completed

Note: South Dakota approved agencies/programs should have a comprehensive plan regarding responsibilities and communication with districts.

College, Career, Life Ready dss.ed.gov



ELIGIBILITY

Revocation Of Consent

When to use **only**:


- Student is enrolled in school and parent no longer wants student to receive special education services

When **NOT** to use:

- Parent files home school application
- Parent enrolls student in private school
- Student drops out
- Student receives a modified diploma before age 21

In any of the above cases, send a prior written notice stating that if the student re-enrolls in public school he/she would still be eligible for services!

College, Career, Life Ready dss.ed.gov



ELIGIBILITY


Revocation Of Consent

Parents can revoke consent and now the district **must**:

- ☒ Ensure the district possess the signed revocation
- ☒ Complete and disseminate the Parental Prior Written Notice Following Revocation of Consent For Special Education and Related Services
- ☒ Send Procedural Safeguards with Parental Prior Written Notice

Sample documents on the IEP webpage: <https://doe.sd.gov/sped/IEP.aspx>

College, Career, Life Ready
doe.sd.gov



ELIGIBILITY


Revocation Of Consent

If after the parent has gone through the revocation of consent procedures and now requests their child to receive special education services again:

The district **must** follow initial evaluation procedures:

- Review existing information
- Complete PPWN Consent
- Eligibility meeting
- Sign "Consent of Initial Provision of Special Education"

College, Career, Life Ready
doe.sd.gov



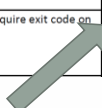
ELIGIBILITY

Revocation Of Consent

Correct coding in Campus

- Desk Guide: <https://doe.sd.gov/ofm/documents/DataGd-18.pdf>

General Enrollments to SPED Enrollment Crosswalk of Exit Codes	
General Enrollment Field	Special Education Field
Does not necessarily require exit code on Enrollment field	1 - Not receiving SE Services
Does not necessarily require exit code on Enrollment field	9 - Refused services. Use this code if parent or student (if own guardian) refused services, but student is still eligible for special education.



College, Career, Life Ready
doe.sd.gov



2019-2020 Accountability Notifications

- 19-20 Accountability review districts and agencies will receive notifications by February 1.
- The list has been updated on the Accountability webpage:
<https://doe.sd.gov/sped/accountability.aspx>

College, Career, Life Ready

doe.sd.gov



IEP Workshop Input

- Public special education directors will receive a request by February 1 to provide input in the location, dates, and types of IEP workshops for the 2019-2020 year.
- It will be sent via email.

College, Career, Life Ready

doe.sd.gov



Early Childhood Updates

- EC Guidance and Practice
 - Updated the current 3-5 Eligibility document to reflect correct eligibility process.
<https://doe.sd.gov/sped/documents/QA-Elig-3-5.pdf>
 - REMOVED Previous statement: Disability category 550 is the exception; only 1 standardized assessment and a skill-based assessment is required to determine eligibility in this category.
 - According to the rule districts should be evaluating for language disorder using more than one standardized evaluation for child 3 through age 8.
 - Please refer to the eligibility criteria for the other speech and language areas when determining evaluation needs located at [ARSD Eligibility Criteria](#)

Rule

24:05:24.01:28. Criteria for language disorder. A student may be identified as having a language disorder as a primary disability if:

(1) Through age eight, performance falls 1.5 standard deviations below the mean on standardized evaluation instruments; beginning at age nine, a difference is present of 1.5 standard deviations between performance on an individually administered standardized language assessment instrument and measured expected potential as measured by an individually administered intelligence test;

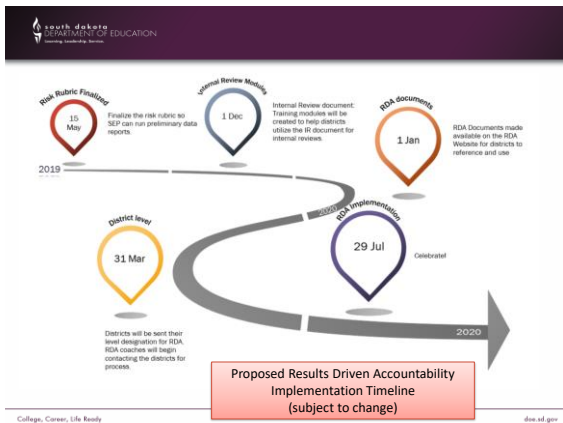
College, Career, Life Ready

doe.sd.gov

South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

RESULTS DRIVEN ACCOUNTABILITY

College, Career, Life Ready des.ed.gov



South Dakota
DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

RDA Components

- Maintain 5 year compliance cycle
- Risk Rubric
 - Identify districts who require most assistance with improving results data for students with disabilities.
 - Calculated yearly
 - Identification in spring yearly

College, Career, Life Ready des.ed.gov



RDA Levels

Level 1: Low Needs	
Level Description	Districts in the state who are demonstrating acceptable rates of outcomes for students with disabilities.
Activities	<ul style="list-style-type: none"> District assembles an RDA committee that: <ul style="list-style-type: none"> Reviews data, conducts a root cause analysis, develops an action plan to address local areas of concern (optional); Completes an annual internal review of compliance practices and submits a statement of assurance of completion of the review; and Submits a Professional Development Plan to the SD DOE.
Supports Available	State level supports will be available to review data on results with the district RDA committee and assist with rollout, if necessary.

College, Career, Life Ready

doe.sd.gov



Level 2: Medium Needs	
Level Description	Districts in the state whose outcomes for students with disabilities may benefit from formal action planning to improve outcomes for students with disabilities.
Activities	<ul style="list-style-type: none"> District assembles an RDA committee that: <ul style="list-style-type: none"> Participates in a data retreat; Reviews data, conducts a root cause analysis, and develops an action plan to address local areas of concern (mandatory); Completes an annual internal review of compliance practices and submits a statement of assurance of review completion; and Submits a Professional Development Plan to the SD DOE to address identified needs; may be in conjunction with other districts in this cohort with similar needs.
Supports Available	<ul style="list-style-type: none"> Training through the data retreat and additional supports for data analysis and action plan development by designated RDA coaches. On-going consultation with RDA coaches on action plan implementation. Professional development/technical assistance activities based on the district's areas of concern.

College, Career, Life Ready


doe.sd.gov



Level 3: High Needs	
Level Description	Districts in the state whose outcomes for students with disabilities will require state direction with formal action planning to improve outcomes for students with disabilities.
Activities	<ul style="list-style-type: none"> District assembles an RDA committee that: <ul style="list-style-type: none"> Participate in a data retreat; Review data, conduct a root cause analysis, and develop an improvement plan to address local areas of concern (mandatory) Receives on-site support from RDA coach in conducting their annual internal review; District RDA committee participates in a state level data retreat each year of Level 3 involvement. On-site visit will be customized to the needs identified through root cause and data analysis activities completed during the data retreat. District RDA committee receives direct, on-site support for conducting root cause analysis and developing an improvement plan to address areas of concern for compliance and results indicators by designated RDA coaches. The district will submit an improvement plan to the SD DOE. Technical assistance is provided to support the district's improvement strategies as identified in the improvement plan. District RDA committee reports to local school board on activities of the improvement plan and implementation efforts.
Supports Available	<ul style="list-style-type: none"> Three-year process of the Directing Level to build capacity for improvement planning and demonstrate improvement. On-site RDA coach from state level staff to assist with conducting internal review. On-site review of data and root cause analysis with district steering committee by designated state level staff, leading to the development of an action plan. On-going support of RDA coach to monitor implementation of improvement plan. Professional development/technical assistance provided to the district to support implementation of the action plan.

College, Career, Life Ready


doe.sd.gov



TEACHER OR DISTRICT SHARING

College, Career, Life Ready

des.sd.gov



Parent Nominated Teacher of the Year Award Nomination Forms

- <https://2019sdsped.files.wordpress.com/2018/12/nomination-form-2019-11.pdf>
- Award is presented during the 2019 Sped Conference.
- If you have parents who are interested in nominating a staff, please use the form at the link above or have them contact Becky Cain at Rebecca.cain@state.sd.us

College, Career, Life Ready

des.sd.gov



Next Sped Directors LiveMeeting

February 19, 2019
10:00am CST

College, Career, Life Ready

des.sd.gov
